



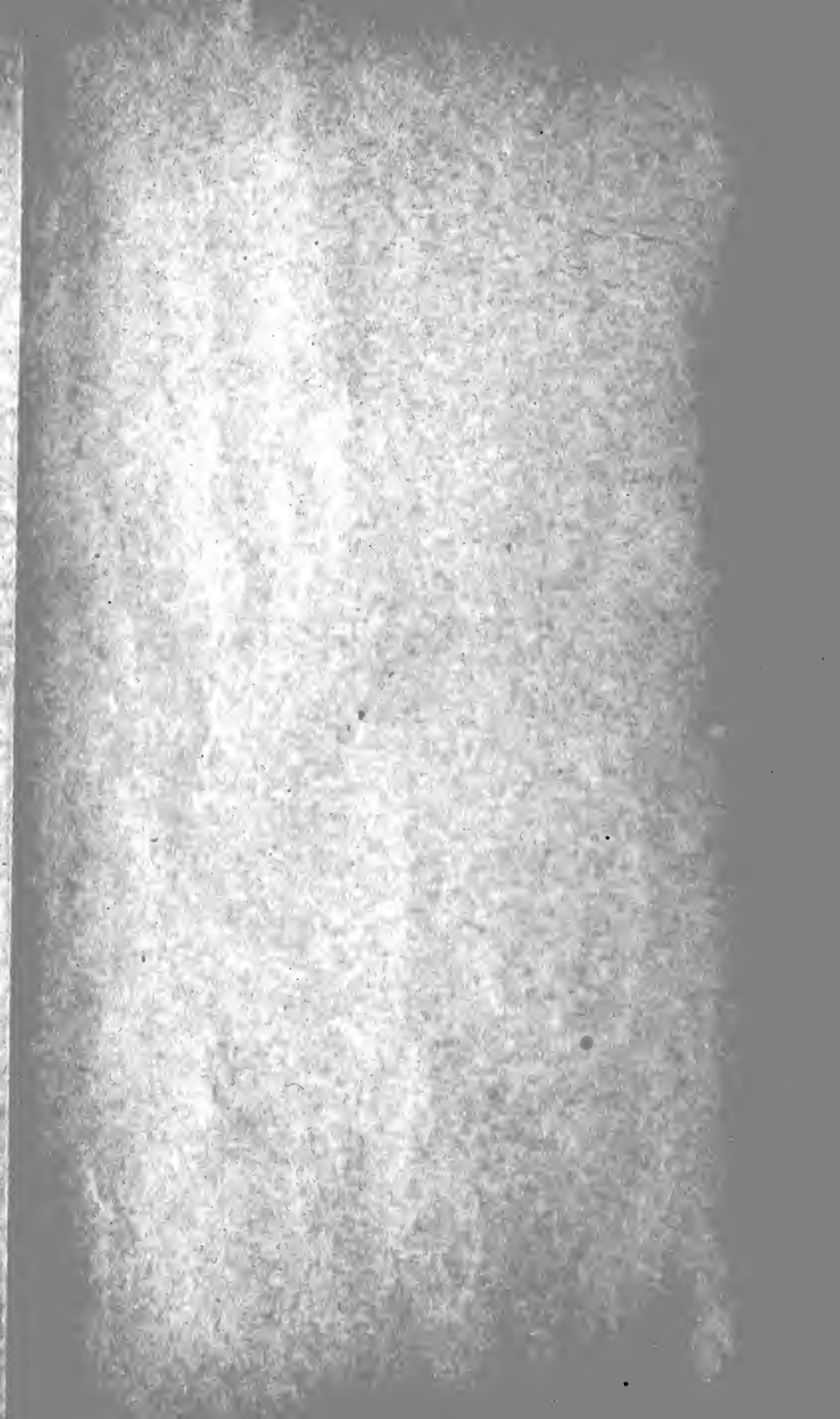


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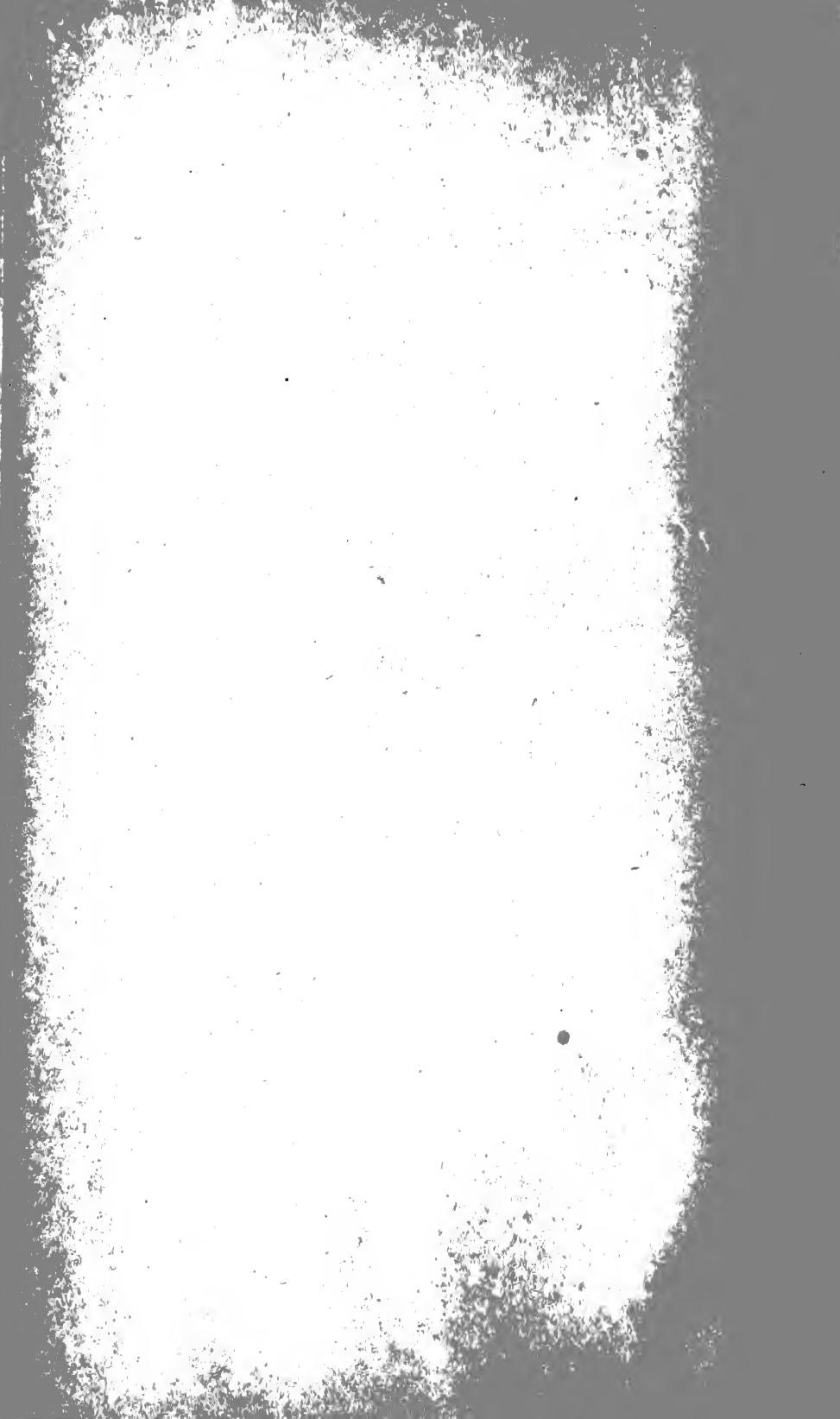
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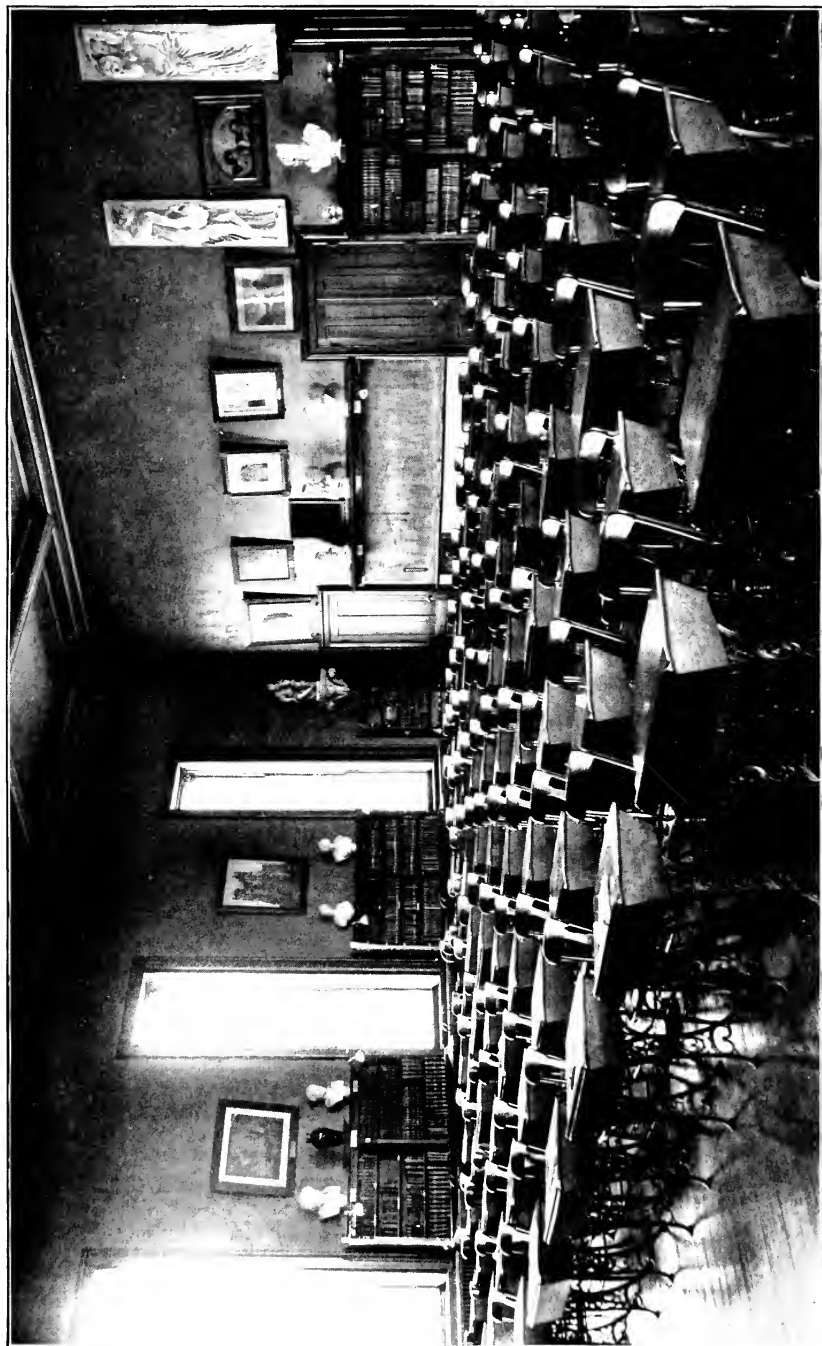








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CORNER OF MAIN HALL, SHOWING DISTRIBUTION OF BOOKCASES FOR READY REFERENCE.



Massachusetts. State Teachers College

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## THE LIBRARY AND ITS ADMINISTRATION.

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STATE NORMAL SCHOOL AT WORCESTER, MASS.

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PAMPHLET A.

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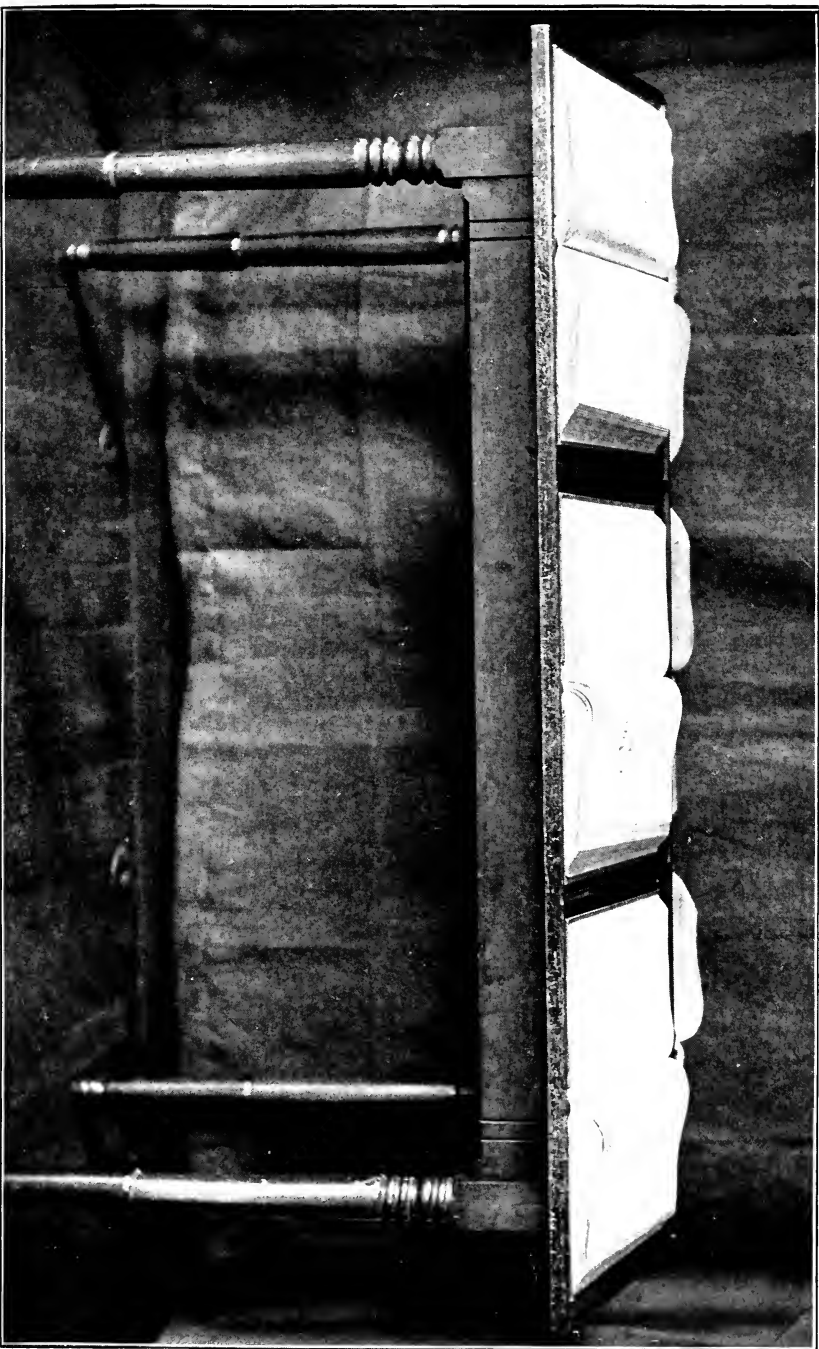
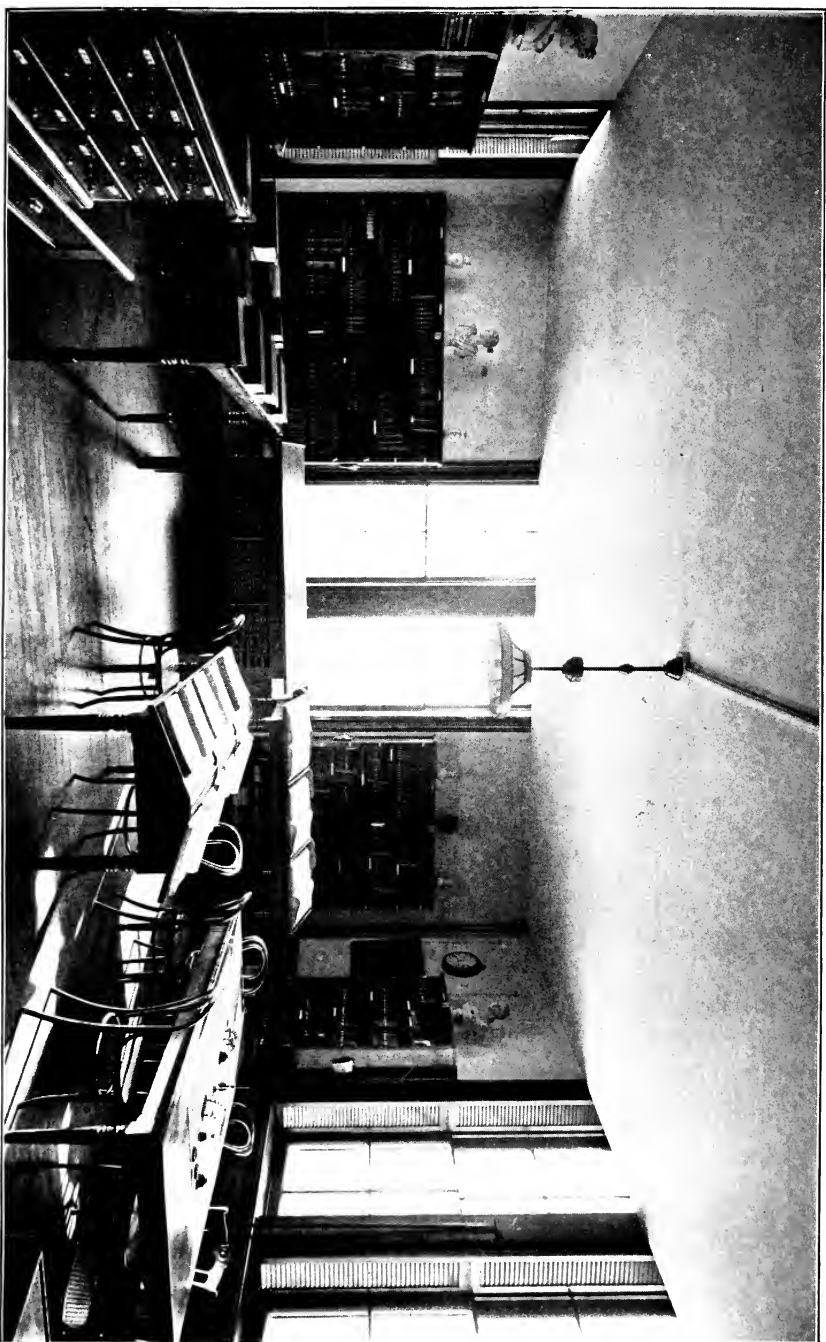


TABLE FOR CENTURY DICTIONARY.





REFERENCE BOOKS, CARD CATALOGUES, AND WRITING-TABLE.

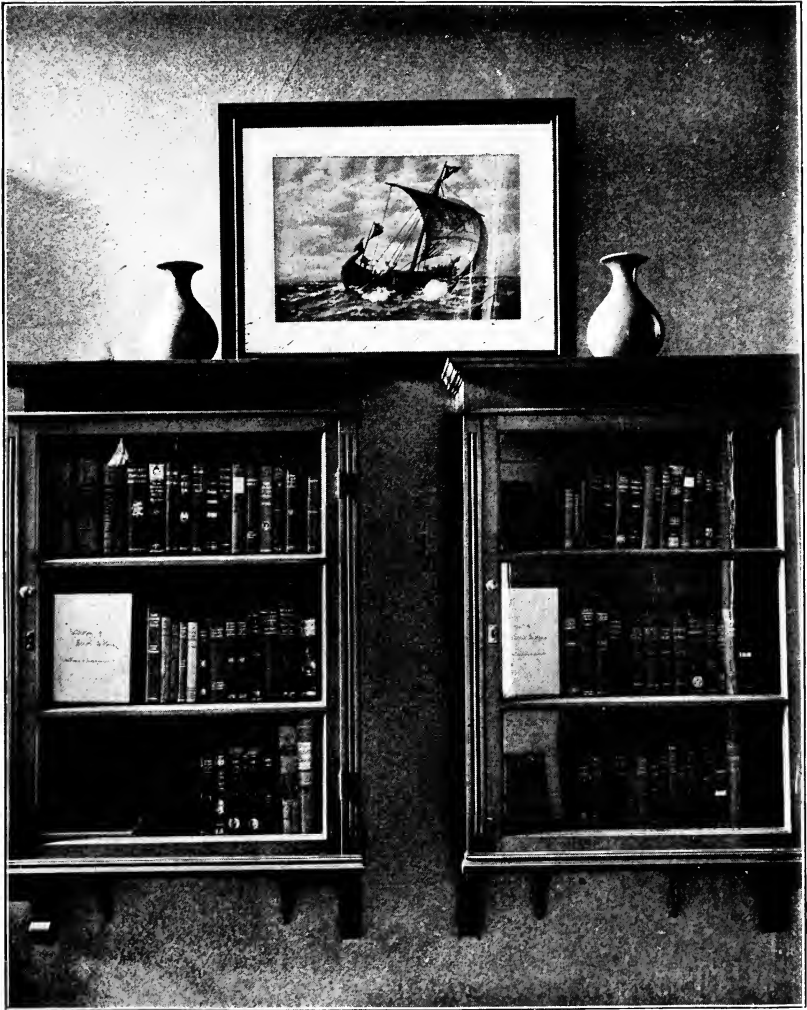




TABLE FOR MURRAY'S OXFORD DICTIONARY.







SUGGESTIVE CASES OF BOOKS FOR SMALL LIBRARIES.



# STATE NORMAL SCHOOL AT WORCESTER, MASSACHUSETTS.

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## PAMPHLET A.

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### THE LIBRARY AND ITS ADMINISTRATION.

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A library of almost fourteen thousand volumes has been accumulated since the opening of the school in 1874, and additions to it are constantly being made. No special rooms are devoted to the books; they are distributed throughout the building in such a way as to make them most accessible to students and teachers (see "wing-frame" 3). They are contained in thirty bookcases which are entirely open at all times, and effort is made to have the books used as freely and generally as is consistent with proper care and oversight.

While the books are chosen for their excellence, they are adapted to the class of readers for which they are designed; and the appearance of the collection indicates that the use of it is in large measure general as well as constant. The supply of dictionaries, encyclopædias and reference books of all kinds is unusually liberal, as will appear from the fact that three copies of the Century Dictionary are in constant use and that all the numbers of Murray's Oxford Dictionary so far as issued have been bound and placed before the students (see models, and "wing-frames" 2 and 3). The best children's books, including collections of fables and fairy tales are supplied, and these are much used by those students who are acting as "apprentices" in the lower grades of schools. The library is rich in the subjects of botany, natural history, anthropology, and folk-lore. Such authors as Thoreau, Jefferies, Abbott, Burroughs, Torrey, and Bolles, are bought and replaced more frequently, perhaps, than any other class. Volumes of poetry, travel, biography, essays, and novels are always in use, the proportionate supply

of each being roughly indicated by the order in which they are named. There is no official librarian, but the necessary care has been distributed among pupils and teachers in such a way as not to be burdensome to any one. One teacher puts labels into the books, numbers them, and places them on the shelves. She also has charge of the Card Catalogue. Another labels and puts in place the various magazines and periodicals and keeps their record; while a third teacher by frequent inspection of the shelves makes sure that the pupils are not remiss in the work assigned them. To each pupil two or more shelves are assigned, for the care of which she is responsible, so that all the students are really librarians (see specimen book-shelf in cabinet). Blank forms of stiff paper of uniform size are furnished, one for each shelf, on which is written a list of the books belonging to that shelf. In this list are entered, first, the number showing the position of the book on the shelf; second, the accessions-number; third, the title and the author. This Shelf Catalogue, as it is called, stands among the books on the shelf and always shows exactly what books should be found there and the order in which they should stand. Every book bears a label on the inside of the cover, on which is written in ink the accessions-number and the date of purchase. In addition is put in, in pencil, a threefold entry: The letter indicating the bookcase where the book belongs (all our cases are lettered); the figure which tells the number of the shelf in that case (all the shelves are numbered); and the figure showing the position of the book on that shelf. For example, X-7-10. This makes it possible to tell instantly where a stray book belongs; the mark is written in pencil so that any time the book may be moved from one place to another if thought best by the teacher in charge. On the back of each book is pasted a small label (differing in form for the different cases) that bears the shelf number of the book; so that the shelf librarian by running her eye along the back of the books on her shelf can see instantly if a book is missing. After considerable experiment in methods of charging books borrowed, the following system

has been worked out: At the side of each bookcase throughout the building hangs a cardboard "pocket" containing a supply of "Borrowed Book" slips like this:

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### BORROWED BOOK.

[STATE NORMAL SCHOOL, WORCESTER.]

Borrower .....  
 When borrowed.....  
 To be returned.....  
 No....., Case....., Shelf....., Shelf No.....  
 Title.....

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Each person borrowing a book fills out this form and hangs the slip on a hook at the side of the shelf from which she takes the book. This slip must be shown to some teacher, or if no teacher can be found at the time, to a fellow-pupil, who verifies it and endorses it with his initials in the corner. When the book is brought back it is first shown, together with the slip, to some teacher, then put back into its place, after which the slip is destroyed. When a pupil-librarian inspects her shelf and finds books missing from it, she refers to the slips hanging on the hook, which ought to account for all absent volumes; if there are books missing not thus accounted for, she reports such to the teacher in charge. If a slip is found past the date of returning the book, such a slip is added to a collection of "overdue slips" kept in a public place where they may be seen by all; if the slip is not there seen and attended to by the borrower of the book, she will in time be reminded by the teacher in charge that it needs her attention.

TEXT-BOOKS.—For the care of our large text-book library a different system is adopted. In every class a detail of three members, chosen as far as possible for their executive ability, is appointed at the beginning of the term by the Faculty to act as Librarians for their class. Record books are furnished them, in which they enter the names of the class members and record the numbers of all books

distributed in the classes. This record is made as soon as the books are distributed, and at the end of the term the books are collected and discharged in class, each member being held responsible for all the books charged to her.

**APPRENTICE LIBRARY.** — For the use of classes serving as apprentices in the public schools a portion of our library is reserved. These books are duplicate copies of some in the general library, are distinguished from them by labels of a different color, and the slip used in borrowing them is also of a different color.

The books in the Apprentices' Library are such as are found most useful as supplementary to reading, geography and history lessons; and in many cases several copies of each are furnished. But the apprentices are not confined to the use of these books alone; they have the same access to the general library that the other classes enjoy.

**NEW-BOOK TABLE.** — Before new books are given their permanent place on our shelves, they are exhibited for a few days, or perhaps a few weeks, on a special table known as the New-Book Table, which is placed where it can be seen by all. The length of time they are thus shown is fixed by the frequency of purchase of new books, which varies a good deal; when they are being added rapidly to the library the time of display for each is necessarily shortened. The accommodations of the table being limited, the books that have been there longest must be taken away to make room for the new arrivals. But when, for any reason, fewer books are being bought than usual, each will stay the longer on the New-Book Table. This gives all books a sort of introduction to pupils, though nobody is required to give any attention to this display. As a matter of fact, however, the table is an object of constant interest to our students, who by occasional reference to it get a pretty good notion of the additions to the library.

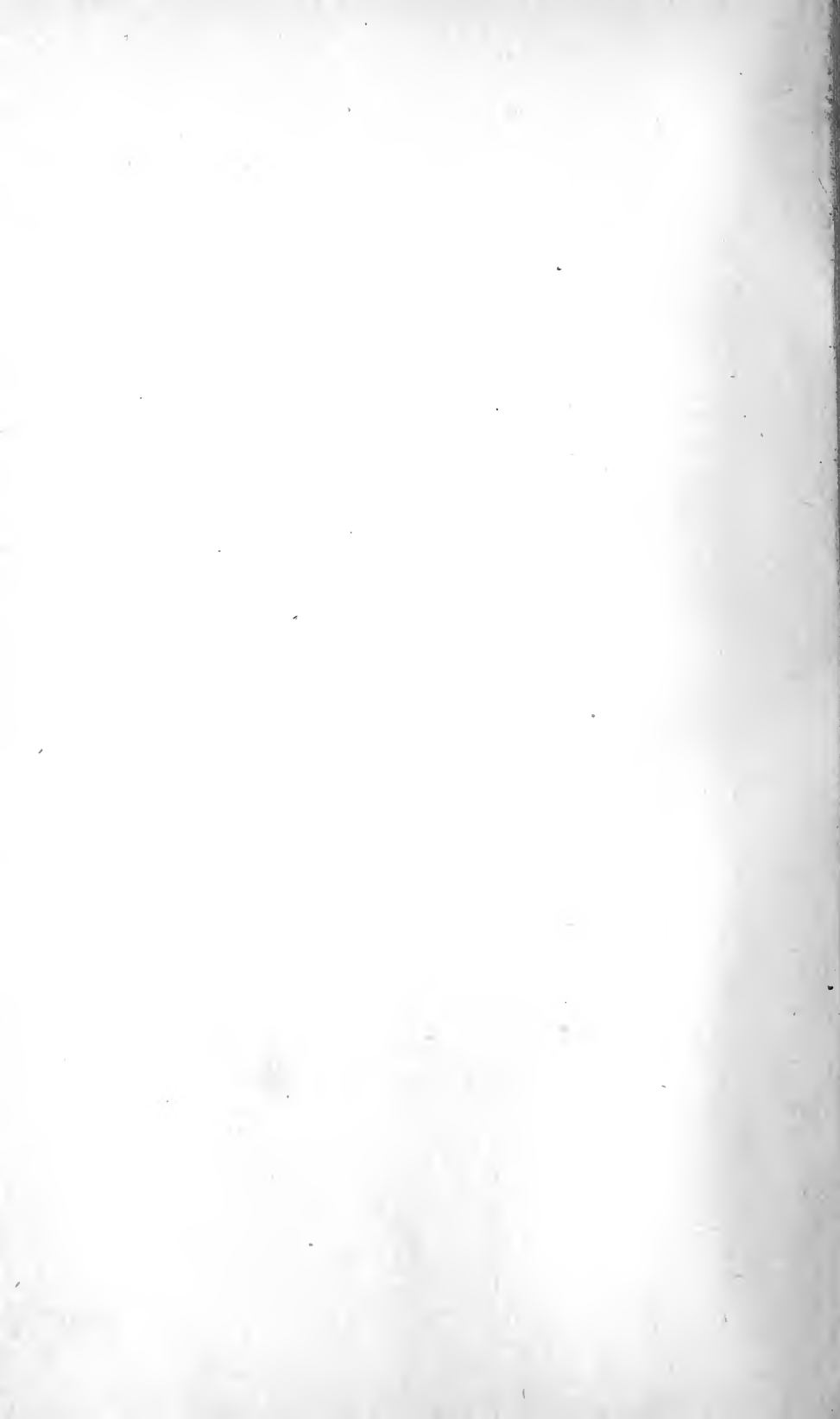
**SPECIAL COLLECTIONS.** — Near the entrance to the main hall of the school are placed two small bookcases, labelled, respectively, "Suggestions for a School Library," and "Suggestions for a Teacher's Library (see 'wing-frame' 1)." The books in these cases are not used by the school; in fact they are the only books in the entire collection that

are kept locked up. But the cases have glass doors and the titles and the authors of the volumes can be plainly seen. Neither case is full. Plenty of space remains in each for future additions; but each has a representative collection of what, in the opinion of the school authorities, are among the best books for the teacher and for the school. They are intended to serve as suggestions to our students in these two lines; and it is very common to find students of the senior class, notebook in hand, making lists of these books for future use.

**SUMMER LENDING.** — At the close of the school year in June each pupil is allowed to take three books from our reference library, in addition to any text-books she may want for summer use. These books are charged in the usual way; but since the organization of the school is then broken up, the slips are taken charge of by the Faculty, to be redeemed at the beginning of the school year in September. Our graduates are also allowed to borrow from the library, when such borrowing does not interfere with the needs of the undergraduates.

The almost unrestricted use of the library, as here described, results, of course, in occasional loss of books, there being each year a few volumes that cannot be accounted for; but we believe this loss to be very small, comparatively speaking, considering the important advantages derived from our liberal system of administration.

Reference is made to the sample shelf of books accompanying this monograph, to the models of dictionary-tables elsewhere exhibited, to the illustrative photographs shown on the "wing-frames" in the cabinet and reproduce in the accompanying cuts.





## STATE NORMAL SCHOOL AT WORCESTER, MASS.

## PAMPHLET B.

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# STATE NORMAL SCHOOL AT WORCESTER, MASSACHUSETTS.

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## PAMPHLET B.

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### CHILD-STUDY—OBSERVATION OF CHILDREN.

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INCEPTION. — In the catalogue of the school is published the following statement: — “The school is much indebted to Dr. G. Stanley Hall for a suggestion, made as long ago as 1884, that the study of psychology might be pursued in part by the original observation of children. From his idea as a starting point, a scheme for this purpose has been worked out and adopted as a permanent part of the school curriculum.” *The Pedagogical Seminary*, Vol. 1, No. 2, contains an article by Dr. W. H. Burnham in which is found this estimate: — “As a means of bringing the young teacher into relations of interest and sympathy with children this work can hardly be commended too highly.”

What is this plan? At the outset it may be well to make plain what it is not.

(1) We do not use our pupils to gather material to illustrate or develop some line of investigation of our own, or of any specialist.

(2) We do not make it a class exercise.

(3) It is not assigned, and there are individuals who never pass in a record. Its importance is dwelt on, and most of the few laggards are stimulated to do something; but only because it is “in the air.”

What it is. An attempt to cultivate the habit of sympathetic observation of children, in the belief that having to do with a child is a sure and safe way to bring out the latent and uncritical abilities of the brevet teacher. And this faith is justified. The greater part find a pleasure in telling the story, and a fair number become deeply interested in the occupation. Again and again we are surprised by finding how few of our pupils belong to

families in which there are little children, and it is clearly manifest that this work awakens curiosity concerning the phenomena of child-nature, excites intelligent sympathy with children, and contributes to skill in discipline and instruction. Graduates and apprentices give abundant testimony on all these points. When the nature of the work is explained to the school, great emphasis is placed upon the necessity of having the records genuine beyond all possibility of question; of having them consist of a simple, concise statement of what the child does or says, without comment by the writer; of making both the observation and the record without the knowledge of the child; and of noting the usual, rather than the unusual, conduct of the individuals observed. It is profitable to learn how multiform is this usual conduct. In order that the field shall be wide we take care to lay no preponderance on any line of observation, though for convenience in classification, blanks of seven colors are provided for the records. (See "wing-frame" 4, and volume of specimen records.) White paper is used for such observations as students make themselves; red for well-attested ones reported by others; yellow for reminiscences of their own childhood; canary for language; green for mention of whatever they read on the subject; blue for exceptional or defective children; and chocolate for observations that extend continuously over a definite period of time. Of these, green is rarely used, blue and chocolate seldom, yellow and canary often, and white more than all others combined. Each blank has the following heading: —

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[STATE NORMAL SCHOOL AT WORCESTER.]

### STUDY OF CHILDREN.

"I worked on true Baconian principles, and without any theory collected facts on a wholesale scale. . . ."—*Darwin, Autobiography.*

1. Date, \_\_\_\_\_
  2. Observer's name, \_\_\_\_\_ age, \_\_\_\_\_  
P. O. address, \_\_\_\_\_
  3. Name (or initials) of person (child) observed, \_\_\_\_\_  
sex, \_\_\_\_\_; nationality, \_\_\_\_\_; age (yrs. and mos.), \_\_\_\_\_
  4. Length of time between making the observation and recording it, \_\_\_\_\_
- RECORD: \_\_\_\_\_
-

(A collection of all the blanks is shown in "wing-frame" 4.)

From the records passed in a few are selected from time to time and placed where they may be read by all who care for them. How far these serve as stimulus and example is not known; but every day, not excepting the first day of the term, brings its supply of records, even though the subject may not have been explicitly mentioned for months. It is indeed the most nearly self-sustaining exercise in the school. To such as ask are issued blank books in which to enter serial records of the same child, a sort of diary; and these are taken as a rule by pupils with greatest or exceptional opportunities.

Systematic instruction in psychology is aided, both in the way of preparation and supplement, by this additional study. Pupils are thus furnished at the outset with facts of their own observation, which serve as elementary material for scientific classification and study; they have a habit of observing certain classes of phenomena, and have received suggestions and cautions that are of service to them in other departments; they are able to pass more easily to mental science, because they have learned that that, as well as natural science, can be pursued by an objective method; they have an already awakened and active interest in the subject, that gives them pleasure in learning general principles, sometimes in part known by their own observations; and, moreover, they attach a different value to a text-book, which they see is a natural outgrowth of an experience like their own.

As all students are free to make observations, some records have no value apart from the wholesome endeavor that made them; but a progress in the significance of the things noticed and in the manner of recording them is apparent. During the latter part of a term the proportion of significant and valuable papers is greater than during the first part. All papers are carefully preserved (about two thousand have been collected each year) and it is hoped that they may be of value to students of child-nature; but the primary object of collecting them is the training of prospective teachers, and so highly does the

work commend itself as a means to this end, that, if nothing ulterior to this is gained, complete satisfaction and no disappointment will be experienced.

Those who may desire a fuller exposition of the method and its results are referred to *The Pedagogical Seminary* (Clark University), Vol. I., No. 2 and Vol. II., No. 3; *The Educational Review* for December, 1893; also, the volume published under the auspices of our Graduate's Association, entitled "Child Observations. First series: Imitation and Allied Activities." Boston: D. C. Heath & Co.; *Educational Review* for May, 1898.

# STATE NORMAL SCHOOL AT WORCESTER, MASSACHUSETTS.

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## PAMPHLET C.

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### "LARGER" KINDERGARTEN MATERIAL.

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In *The Pedagogical Seminary* for October, 1894, there appeared an article by John A. Hancock, Fellow in Pedagogy, Clark University, entitled "A Preliminary Study of Motor Ability." The article was little more than a careful report of a series of tests made by Mr. Hancock, and certain teachers under his direction, upon children of kindergarten and primary school ages, to determine the limits of stability in various forms of muscular control. The results of these tests, and of similar investigations made by other students of child nature, were such as to raise the question in the minds of many thoughtful teachers whether young children were not being forced beyond their capacity by the fineness and complexity of the muscular adjustments required of them in their earliest school exercises; and whether such forcing, if it existed, did not work grave harm to the nervous system of the child? It seemed as if we all might have fallen unawares into the mistake of thinking that because the child is little he should have small things to work and play with — small balls to toss and catch, small dolls to dress, small figures and letters to make, and small pencils to make them with, etc. The conclusions of Mr. Hancock, however, pointed unmistakably in the opposite direction. "Kindergarten work," he said, "generally is too fine. Too great precision, involving delicate and complex co-ordinations in pasting, weaving, folding, pricking and sewing, is insisted on. Occupations and games for young children should be of a nature that will involve large muscles and movements."

He found that the motor control in children in the first year of school life is from one-third to one-sixth that of adults!

In order to make a practical application and a further test of these conclusions along a somewhat different line of approach, the experiment was begun of offering to the children in the kindergarten of the State Normal School at Worcester, Massachusetts, a choice between the "material" of the usual size and the same material much larger — roughly speaking, about twice the ordinary linear dimensions. This experiment was begun in October, 1895, and the choice of each child was recorded daily for a full school year, no word or intimation being ever given to the children to influence their preference, or even to suggest that there was any difference in the material. Not quite enough of the material was provided of *either size* to go round, so that a few children each day might be obliged to take what was left, whether they preferred it or not.

The result from beginning to end was unequivocal and significant. The children preferred by a constant and decisive majority the larger material. They also showed more skill and facility in manipulating it. Whatever the reasons for their preference, there was no doubt whatever about the fact.

The larger material has been retained as a regular feature of our kindergarten ever since, not to the exclusion of the smaller, but along with it, open to the choice of every child. (See "wing-frame" 5, and the exhibit in the cabinet "show-case.") It has never driven the smaller out of the field, nor is it invariably chosen by the same child, but it has maintained its ascendancy, and our conviction is that its withdrawal from use would be a serious disadvantage and deprivation to the children.

From the beginning made here nine years ago, the use of this new material has spread somewhat widely, so that it is not uncommon to find it here and there, but so far as we know, it has not been exclusively "adopted" anywhere, nor do we see any reason why it should be. Its introduction was opposed at first — perhaps is still — by the class of conservative kindergartners who cling to traditional





"LARGER" AND SMALLER MATERIAL IN USE.



forms and methods, and also perhaps by a few persons who have vested interests in the manufacture and sale of the more usual size. It is more bulky, and consequently requires more room for its free use, and it costs more than the smaller material. But experience compels us to believe that it is more physiological and more in harmony with the capacities and instincts of little children than the earlier material — certainly far better than strict confinement to the earlier material.



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**THE PLATFORM EXERCISE — ORAL  
EXPRESSION.**

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**STATE NORMAL SCHOOL AT WORCESTER, MASS.**

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**PAMPHLET D.**

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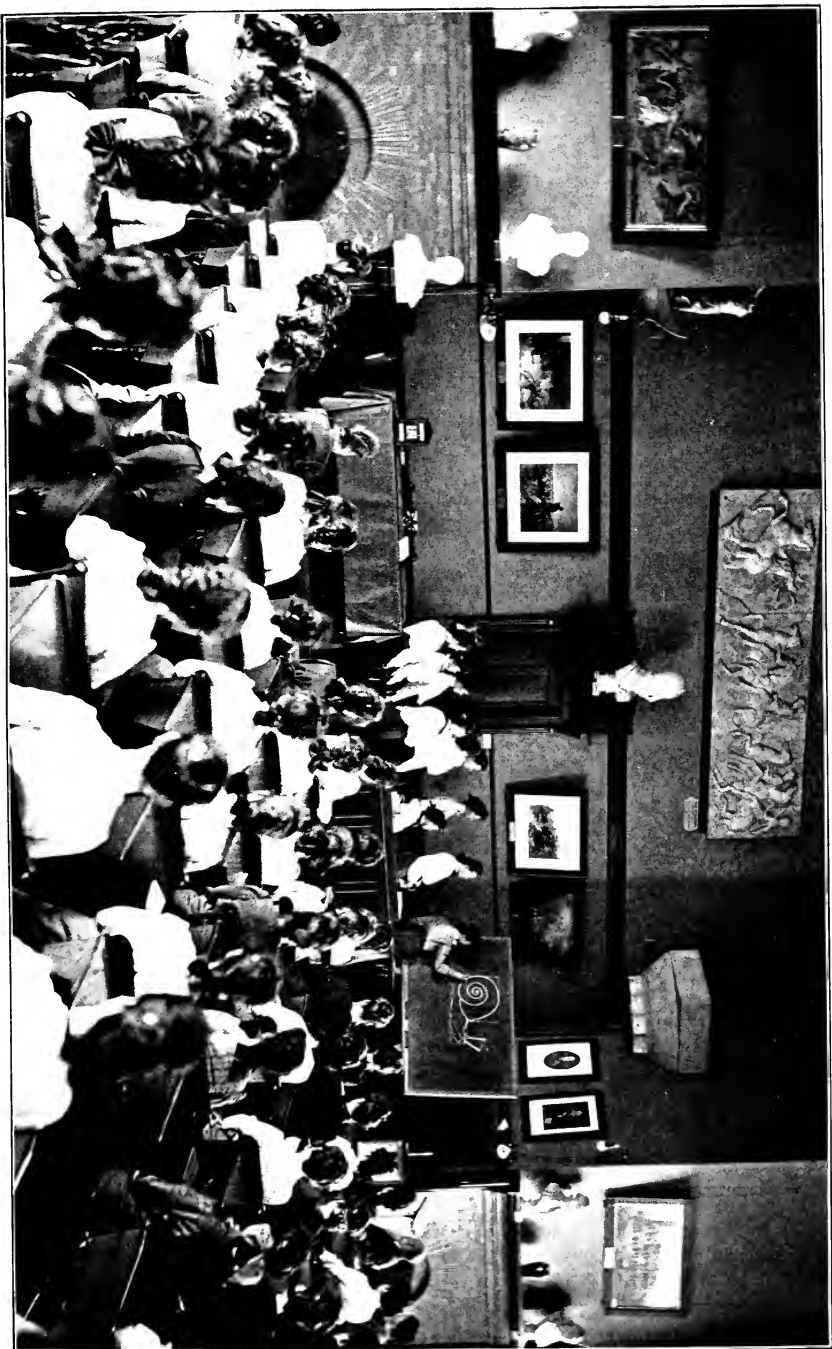
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BLACKBOARD DRAWING.







A PERSONAL REMINISCENCE.





A SONG, WITH PIANO ACCOMPANIMENT.



# STATE NORMAL SCHOOL AT WORCESTER, MASSACHUSETTS.

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## PAMPHLET D.

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### THE PLATFORM EXERCISE — ORAL EXPRESSION.

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As preliminary to the descriptive account which is to follow, it seems necessary to explain, briefly, the need of some such training in oral expression as that attempted here, in order to justify the rather liberal expenditure of time which this feature of our school requires.

NEED FOR PRACTICE IN ORAL EXPRESSION. — It is obvious that no profession or calling involves a more constant use of the mother tongue than teaching. Especially at the present time, when so much of the instruction in all schools is oral, a teacher should possess an easy command of correct, idiomatic, colloquial speech. It need not be said how far short of this cardinal qualification the “average” teacher falls. Such education as she has received at High school, or even college, although it may have done much for her *writing*, has left her *speech* mostly at loose ends, with often a tendency towards the formal and pedantic. She is as yet young; she has not probably read much good literature, and as a rule has not enjoyed the advantage of social surroundings of a sort calculated to correct or refine her language. If city bred, she may possibly have heard at home only a foreign tongue spoken, or, more commonly, an “English” so warped by dialectic peculiarities and vitiated by slang as to handicap for many years all efforts to improve it. Under such conditions, it is easy to see that writing is a more manageable art to teach than speech, for the reason that it is far less practiced out of school and is therefore much less liable to corruption by bad or careless usage. We find, accord-

ingly, as a matter of experience, that a large proportion of the High school graduates who come to the Normal school to prepare for teaching are noticeably more proficient in written than in spoken language. And yet, when it comes to actual work in the schoolroom, good speech is a far more essential accomplishment than good writing. One of the latest foreign critics of American schools, Mr. Alfred Mosely, head of the Mosely Commission which visited us last autumn, says plainly, in a recent magazine article, "If American teaching fails in any respect it is in the matter of inculcating the power of correct and accurate English speech."\* Fifty years ago the oral form of language, in both reading and speaking, received more attention in school and college than it does at present, while writing was much less practiced. Thus it has come about that the teacher of to-day needs most that form of language in which she has been trained least. This puts upon Normal and Training schools a heavy burden, for good speech is a plant of slow growth.

What we call, in the Normal school at Worcester, for want of a more descriptive name, *the platform exercise*, is an attempt to meet the need above described. It gives much practice in extemporaneous speaking, of a character but little raised above the conversational level, and it also serves incidentally, as will be seen presently, to broaden and enrich the general knowledge and refine the tastes of our students in many desirable directions.

DESCRIPTION OF THE EXERCISE. — The exercise consists chiefly of speaking for a few minutes, with or without notes, to the assembled school from the platform of the main hall. The range of topics is unlimited, and the choice in each case rests wholly with the student who gives the exercise. The teachers have no hand in the selection or preparation of it. It may be a personal reminiscence, a piece of interesting news, a phenomenon observed in nature, a scientific fact or law, an account of a book read or a picture seen, an observation in morals or manners, a curious object or process described and illustrated, a short literary selection read, a story told, a song

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\* *The World's Work*, February, 1904, p. 4487.

sung, a piece of music played on some instrument, a blackboard drawing made on the spot, a game exhibited, a gymnastic exercise or the figure of a dance gone through — in short, there is no limit to the range and variety of what is thus done, except the ingenuity of the student (see “wing-frames” 6 and 7, and the appended stenographic reports). It is not uncommon for two or more students to combine and give a connected or “team” exercise, as it is called. It will be noticed from the above enumeration — which, by the way, does not cover a tenth part of the scope which these exercises take — that the oral element is not invariably present. It is *usually* predominant; in every exercise, however, the student *presents* something to the teachers and pupils (and often visitors) before her, something individual, characteristic, chosen and prepared by herself.

**TIME LIMIT.** — A strict limitation of time is observed, no exercise being permitted to occupy more than four, or at most, five minutes, unless interrupted by questions or prolonged by unforeseen explanations. The disciplinary value of this restriction will be evident to all teachers. It compels careful selection of telling points, forbids digression and repetition, and strongly encourages directness and precision of statement.

Constant attention is required to keep the exercise upon the colloquial plane in manner, diction and tone. The distinction between good speech and speech-making is never lost sight of. The rhetorical and oratorical must be avoided. All manifestations of mannerism and affectation, all approaches to the grandiose, are gently but firmly nipped in the bud. To this end, as well as to accustom the future teacher to what will constantly occur in the schoolroom, every discourse is open to instant interruption by any teacher, with a question or comment or suggestion; in fact, an exercise rarely goes through without some such arrest, which serves often to check the momentum that might otherwise carry the speaker into too declamatory or impassioned or otherwise unnatural a style (see stenographic reports).

CRITICISM. — But it should be added that a student on the platform is but sparingly criticised or corrected, almost never during his performance. It is held that the position in which he stands is quite trying enough, and that his inevitable agitation of mind at the moment should shield him from everything calculated to increase it. Of course, glaring errors of fact or form ought not to pass unnoticed, but the notice taken of them may be directed somewhat obliquely so as to fall upon the slip made rather than upon the person who makes it; and again, the fault may be generalized or treated as one liable to occur to anybody, not peculiar to the person who happens to have fallen into it at the time. Moreover, the form of the criticism may make it a mild warning to the listening students, who thereby seem to take a large share of the responsibility from the shoulders of the individual who has occasioned it.

A VOLUNTARY EXERCISE. — The exercise is not compulsory. Every student is free to elect *whether* and *what* and *when*. Volunteers put their names in a box when they are ready; the box is shaken at the beginning of the daily exercise, and a sufficient number of names drawn to fill the allotted time, which never exceeds forty minutes. Six or eight individuals may appear each day. The volunteering, as may be supposed, is sometimes spirited and sometimes slack, but it should be said that no student has ever passed through the school without appearing in any exercise at all.

ATTITUDE OF STUDENTS TOWARD THE EXERCISE. — It is quite significant that, notwithstanding its obviously trying character and the fact that a way of escape is always open, the platform exercise is and has always been one of the two or three most valued that the school offers, and its popularity with the students grows with their growing maturity throughout the three years' course and really culminates only when the graduates look back upon the exercise in after years. Their explicit testimony to this is unequivocal and almost unanimous.

The most striking evidence that this discipline accomplishes in a good degree the purpose for which it is main-



tained is afforded by the fact that each class in the school shows a distinct gain in precision, ease, and effectiveness of speech over the class next below it; the seniors, for example, always taking the lead, and the pupils in their first term following at a long distance behind.

**STENOGRAPHIC REPORTS.** — The examples which follow are from stenographic reports of exercises as they were given from day to day, with substantially "all their imperfections on their heads." They are intended to be fairly, though they are not and cannot be fully, representative of the exercise — they certainly do not represent it as better than it is. It need not be said that many of the most characteristic exercises, particularly music, reading, and such as were addressed wholly or in large part to the eye, cannot be reproduced here, so that the present exhibition of this feature of our training is necessarily somewhat maimed and shorn. But it is hoped that the interested reader will not fail to catch something both of its form and spirit.

**MISS S. (SENIOR CLASS).** When we were in the third class Mr. R. began to criticise our English very strongly. Since that time I have tried to improve my English, and I think I have succeeded somewhat, although I still "bring" a book home instead of "carrying" it. When I was out apprenticing, I asked various teachers to whom I was appointed if I might take the English, and in every case, with one exception, it was given me.

In the lowest grades we used various devices to get the children to talk, and at times combined nature study with the English lesson, but my efforts to get the children to talk well for any length of time seemed fruitless. It was rather discouraging, for, day after day, pupils would come to me and say, "I ain't any paper," or "I ain't got no book." I couldn't expect anything different from most of these children, because I knew they were accustomed to hear poor English spoken at home.

**A TEACHER.** How old were they?

**MISS S.** This was true of every room I was in, from the first up to the eighth grade.

**A TEACHER.** It was about the same for all the grades?

**MISS S.** Yes; I don't think they had improved any — not to any extent in the eighth grade. I was just going to speak about that. I couldn't expect anything from them, for I knew that most of them came from poor homes where poor language was spoken.

**THE PRINCIPAL.** Poor homes are not the only homes where poor language is spoken.

Miss S. Well, they heard it on the streets, and often in the schoolroom.

THE PRINCIPAL. I have heard it said that "on the street" isn't a very good phrase, but it is almost universally used.

Miss S. In my general lessons I felt that I could not criticise the English as much as I would like to, without repressing originality and freedom of speech, to a certain extent. Then I could not criticise a bashful or timid child who found courage to tell me that he "et a quail once that his father shooted." In the eighth grade I thought that the children here would apply their knowledge of English grammar to their everyday language. In this I was mistaken, for most of the children could readily analyze sentences in which pronouns in the objective case occurred (gives examples). If I should stop and ask them to parse the word "whom" and give its case and number, they could do it very readily. Yet they will always say, "Who did you give that book to"?

A TEACHER. I heard a boy say of his teacher, "She told he and I to go."

Miss S. At first I think I took a wrong view of the matter. I was inclined to criticise, and inferred that these children were below an eighth grade standing. Then I thought of myself in the eighth grade. I don't believe I knew why I studied grammar. I know I liked to parse, and analyze sentences, but I don't believe I ever tried to apply my grammar in any way.

A TEACHER. I don't believe many try to do that. It is very difficult to do that really. There doesn't seem to be any time or opportunity to apply it. The thing is done before you know that you've made any mistake, for the most part.

Miss S. As I remember, it wasn't until my junior year in the high school that I began to think of my English. At that time I studied Cæsar — the third year in Latin — and it was during that study that I first became conscious of the value of grammar. I began to drill continuously in words as well as sentences. From that time on I think I began to put my knowledge into practice, but more in writing than in speaking.

I thought of this subject a great deal about that time, but I didn't get much light on the subject until I read a paper that was suggested and discussed when I was started well in the apprentice class. This was a paper by Samuel Thurber, entitled, I think, "Admonitions as to Primary Teaching of English." He assumes, as most people do who have thought about the matter, that language depends on habit. (Reads several passages from the article.)

MISS B. (APPRENTICE CLASS). The children here seem to get more enjoyment out of the spelling lesson than out of any other lesson, I think, that is given in this room. Ten words are taken from the list in the spelling-book, and put on the board each morning. When the time for studying the spelling comes, each class has a special study-period set aside each morning; they study not only

the spelling of the words, but they look up the meaning of each word in the dictionary, and prepare sentences to write in the afternoon.

THE PRINCIPAL. Is each child provided with a dictionary?

MISS B. Yes, Mr. R. Just before the written lesson, in the afternoon, the children may ask any question about any word in the spelling lesson, if they don't understand the meaning of the word, or if there are two or three meanings given to a word they have the chance to ask the teacher which meaning they may take.

THE PRINCIPAL. Can you give us any specimen words, Miss B., so that we can get a notion of the difficulty of the spelling in this grade — perhaps you can't easily recollect any?

MISS B. Seamstress, architect, artisan, mechanic, — or any of those words. Then, five of those words are given out and each write their sentences on the paper. The sentences must be written so that the reader will understand the meaning of the word, but the sentences must not be definitions. If a child writes a definition for the word, to use as a sentence, that sentence will be marked wrong — it is not really wrong, but it is not what is wanted. The other five words are given orally.

Friday afternoon, exercises are carried on differently from any I have ever seen before. They consist chiefly of recitation of poetry — perhaps Longfellow's poems — I think those are the poems that are most usually given; and sentences they have learned; and once or twice some of the boys have ventured to tell about some war. They have regular maps here, campaign maps, and they can develop any campaign they please.

THE PRINCIPAL. A sort of "platform exercise"?

MISS B. Yes — but it is somewhat different from our platform exercise here because the children have formed themselves into a club, and they call themselves "The Friday Afternoon Club." A special committee is appointed to look after the exercises. The children may choose their own exercises, but they must be shown to the committee, and a record is kept of them.

THE PRINCIPAL. How is the committee chosen?

MISS B. I think from what they tell me that they are chosen some afternoon by themselves. There is a president, a vice-president, and a secretary. The president takes charge of the school, after recess. He takes charge, standing in front of the desks, facing the school, and calls the meeting to order. Then he asks if there is any business to come up before the meeting.

A TEACHER. Well, is there?

MISS B. Sometimes. They may have any kind of business they wish come up before this meeting. It may be connected with school matters, or it may be something outside. If the president is to take part in the programme he leaves his chair and asks the vice-president to come forward. The secretary keeps an account of everything that happens during the meeting and reads it at the next meeting.

Sometimes there are different pupils who haven't their parts ready, and they have to stand up and give their reasons before the club. They are held responsible for the time for each Friday afternoon, and they know the time they must come on. If they don't, they have to make their excuses in public.

THE PRINCIPAL. There is no penalty other than that, I suppose?

MISS B. No, Mr. R., other than that. This seems to work pretty well, for they don't seem to like to get up and give an excuse before the whole club.

MISS T. (SECOND CLASS.) In 1636, Jonathan Fairbanks came from Surrey, England, to Boston, bringing with him a wife, six children, and the timbers for a house. He left them all in Boston, and looked around to find a place to build his house. It took him three years to find this place, and he decided on what was then called "Contentment," but which is now Dedham, Massachusetts. The main part of the house he built himself, and he lived there until his son Jonathan married. Then he built one wing —

THE PRINCIPAL. He added a wing to the house?

MISS T. Yes. In the course of time Jonathan's son Jonathan married, and the second wing of the house was built. That house is still standing. I lived in it last summer. It is in a fairly good state of preservation, and a good deal of the older part of the house is left, although some modern improvements have been made upon it. The main part of the house is entered by a door — not in the middle of the house, as is usually the case, but upon one side; and as you enter this low door you have to bend your head before you can get into the very small entry-way. This entry-way has five doors leading out of it. In the kitchen there is a large fireplace — that is, in the main kitchen of the house; but there was, I think, another kitchen called a "summer kitchen" — a long, low, unfinished room.

The descendants of Jonathan Fairbanks will get a good deal of the history of Massachusetts in reading the lives of these men. One of his ancestors —

THE PRINCIPAL. You don't mean "ancestor," do you? Don't you mean descendant?

MISS T. Yes, descendant. This descendant, Jonas, born in 1657, was fined a certain sum because he wore top-boots before he was worth two hundred pounds, sterling.

There were a great many names in the family beginning with J. you will notice — Jonathan, Jonas, and Jabez, as you might notice. Jabez was a great fighter, and in the family of the Fairbankses, when anything comes up in the family in the way of temper, or one shows a disposition to fight, he is always reminded of "Fighting Jabez."

It seems that during King Philip's War, he was of valuable service where he lived, in Lancaster, and later on, the government appointed him as lieutenant at Groton. Among the old records are his papers which were sent to the government telling about the positions of the Indians, for he frequently acted as a sort of spy for the government upon the Indians.

Another story is told about a deacon further down the line. He is said to have occupied a seat, according to his standing, in the front row in the meeting-house. It seems that when the meeting-house was re-seated he was placed the ninth in order in the seats, but in the first row. A little later, the records tell, he got up to the first seat, and his son was given the third.

**THE PRINCIPAL.** The present United States Senator Fairbanks, from the State of Indiana, is a descendant of this same family; and at the celebration of the 250th anniversary of the settlement of the town of Lancaster, in this county, last June, Senator Fairbanks was the orator of the occasion.

**MISS T.** The descendants of this Fairbanks family have had two family re-unions in Dedham, in this old house.

**MISS L. (FOURTH CLASS).** Since we began the study of trees I have been interested in observing the different kinds of trees that grow in our woods.

**THE PRINCIPAL.** Do you mean the woods in this region, or just the woods around your own home?

**MISS L.** Yes, sir, the woods around my own home; and I was surprised to find such a great variety. I found thirty-three different kinds.

**A TEACHER.** By "kinds" I suppose you mean species?

**MISS L.** Yes, species. They were the shagbark hickory, the chestnut, the chestnut-oak, red-oak, black-oak, white-oak, red-maple, rock-maple, striped-maple, white-ash, black-ash, mountain-ash, red-cherry, black-cherry, white-birch, paper-birch, yellow-birch, poplar, hemlock, white-pine, spruce, red-cedar, elm, ironwood, dogwood, sugarplum, June-berry, wild pear, scarlet-fruited thorn, sumach, walnut, beech, pitch-pine.

**THE PRINCIPAL.** All those, do you mean, you have found near your own house?

**MISS L.** Yes, sir; and I can tell twenty-one of these by their bark alone.

**A TEACHER.** What poplar is it that you mentioned?

**MISS L.** The aspen poplar.

**A TEACHER.** I suppose, what is sometimes called the American aspen.

**MISS L.** All the rest I told, some by their branches, some by remembering where they stood when I got my leaf collection in the fall.

**THE PRINCIPAL.** When you made your leaf collection last fall you identified them by their leaves?

**MISS L.** Yes, sir.

**THE PRINCIPAL.** Now, Miss L., how many of these did you know when you were, say, ten or a dozen years old, should you think, for a guess?

**MISS L.** I think I knew about ten.

**A TEACHER.** You don't speak of the pignut?

MISS L. It doesn't grow in our woods.

A TEACHER. How about the sloe?

MISS L. That doesn't grow there, either.

A TEACHER. How about the alder?

MISS L. Yes, I think that does grow there.

THE PRINCIPAL. Is that a tree?

MISS L. No, I think not; and sumach isn't a tree, either.

A TEACHER. And the Amelanchier or sugar-plum is generally considered a shrub; but there is no broad and sure line of demarkation between shrubs and trees.

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APPRENTICESHIP — PRACTICE-TEACHING.

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STATE NORMAL SCHOOL AT WORCESTER, MASS.

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PAMPHLET E.

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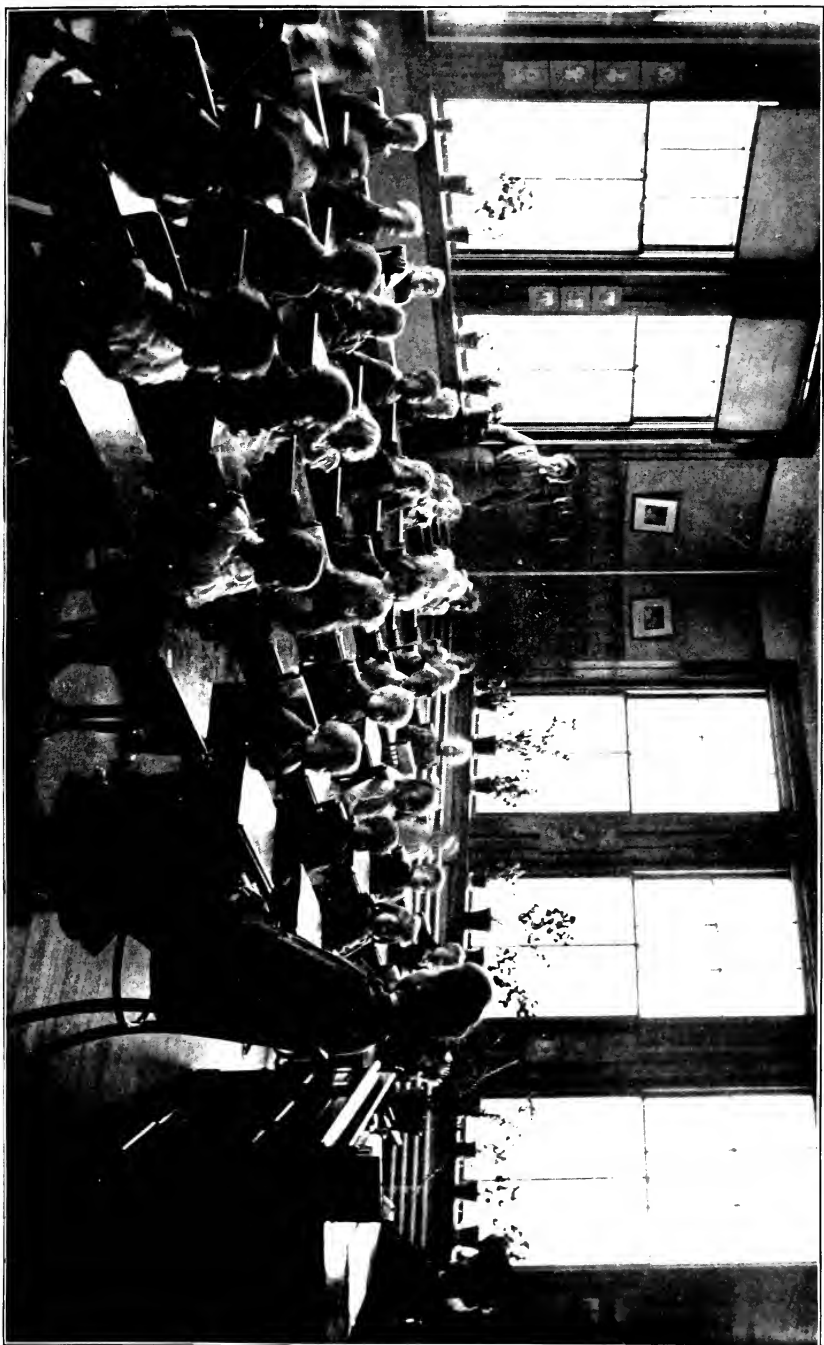
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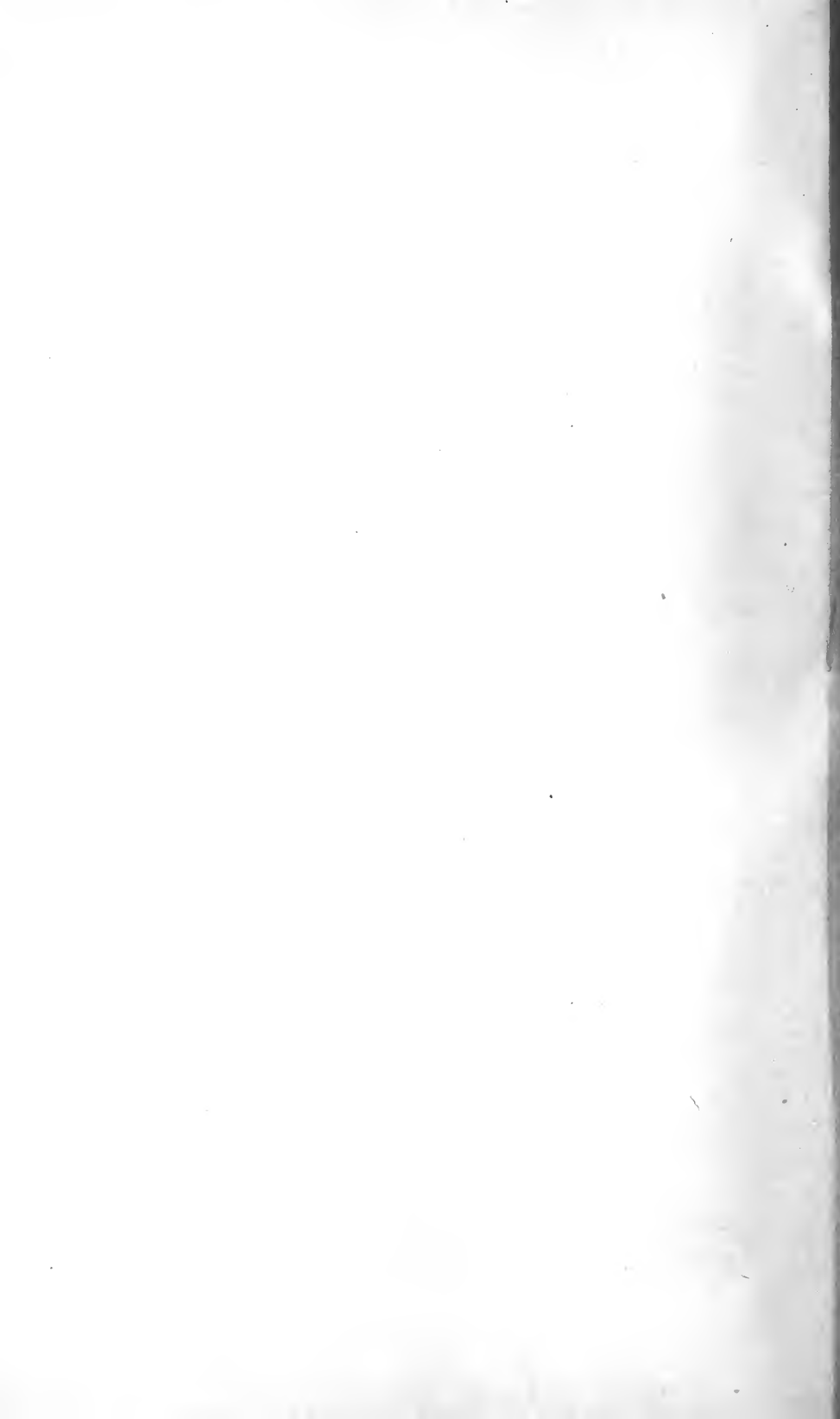


GRADE V. — VISIT OF OBSERVATION.





GRADE I.—THE STORY.





GRADE II.—WEIGHTS AND MEASURES.





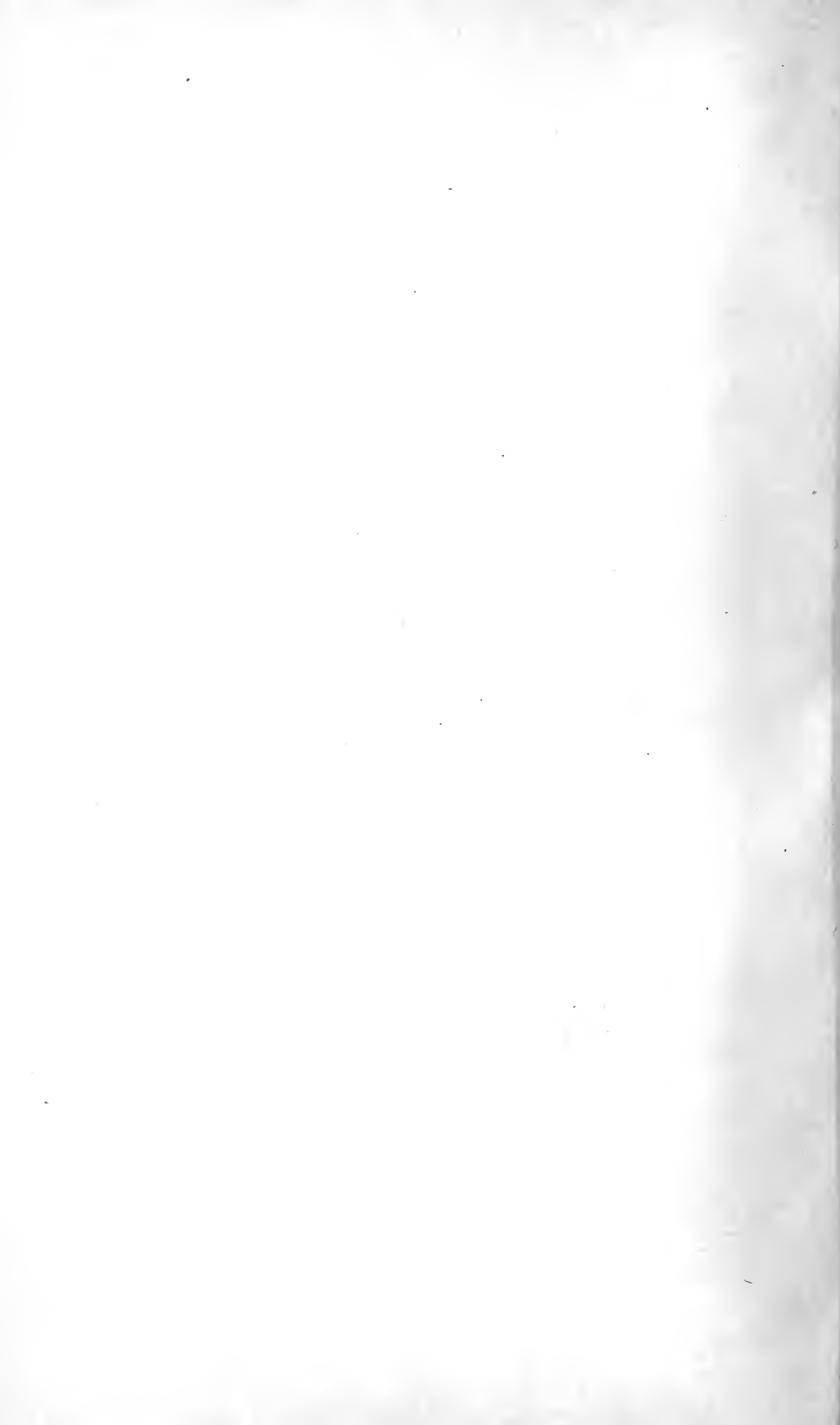
GRADE IV. — LOCAL GEOGRAPHY, WORCESTER







GRADE V. — UNITED STATES HISTORY.



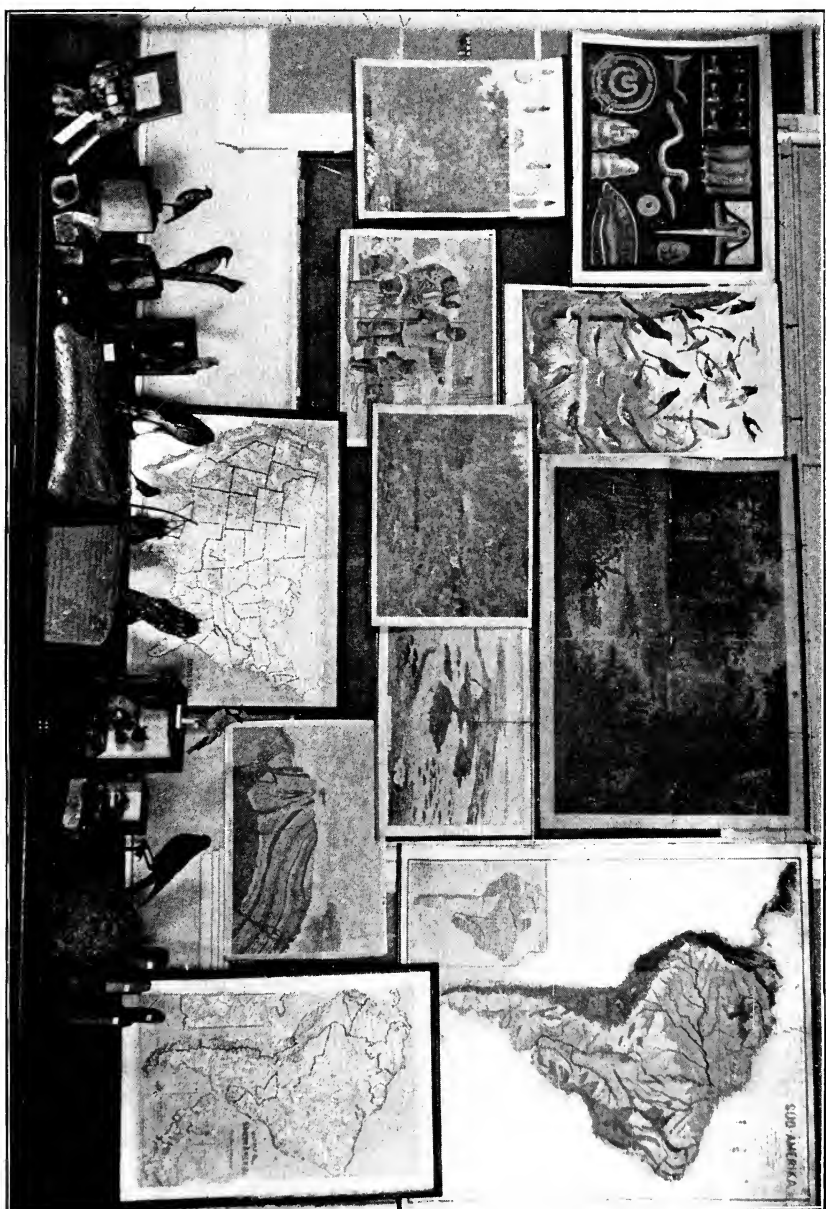


GRADE VIII. — A LESSON IN GERMAN.









SPECIMENS OF ILLUSTRATIVE MATERIAL.





# STATE NORMAL SCHOOL AT WORCESTER, MASSACHUSETTS.

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## PAMPHLET E.

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### APPRENTICESHIP — PRACTICE-TEACHING.

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Practice-teaching in the State Normal School at Worcester takes the form of an apprenticeship at teaching in the public schools of the city. This may extend through a minimum period of a half-year, or, as will be hereafter explained, it may be, and usually is, continued through a whole school year. As the city has a population of about one hundred and thirty thousand, and employs over five hundred teachers in its public schools, the field thus furnished for practice is ample for all that the normal school will ever be likely to require.

PREPARATION FOR APPRENTICESHIP. — There are many exercises in the school which prepare for this apprenticeship. In fact, most of the work which a pupil does has this in view to some extent; but it will be necessary to mention here only that which bears directly upon it. During the first year and a half at the normal school the students in turn spend a half-day at a time in the kindergarten and in the primary school, which are maintained by the normal school for this purpose; and as these observations continue during so long a period, each student has opportunity to become well acquainted with the methods and management used in primary classes. Each week the students meet the primary and kindergarten teachers for conference on what they have seen; and the teacher of the primary classes has, in addition, classes in elementary methods with the same students.

During the first half of the second year of attendance at the normal school, students are permitted, through the courtesy of the public school authorities of the city, to

spend two hours a week in visiting the schools, where they see such lessons as they can best understand and profit by (see "wing-frame" 11). These visits are arranged for beforehand with selected public school teachers, so that the students may receive the greatest benefit from them, and as a rule, no more than a half-dozen students at a time visit any one room. They thus see the ordinary working of the school, free from any of the elements of an exhibition. The students make written reports to the normal school supervisors on their observations, and these are later discussed in class.

**BEGINNING OF APPRENTICESHIP.** — After this preparation and actual contact with the schools, students are ready to take an active, though strictly subordinate, part in their management, and in the latter half of their second year they serve, without pay, as apprentices to the regular teachers. Each appointment is for about six weeks of four school days each, and there are three appointments during the half-year, beginning with the primary grades and ending with the grammar grades. Thus each student acquires an intimate knowledge of the whole range of the public schools below the high school. The character of the work done is shown by the "Apprentices' Programs," in another part of this exhibit (see "wing-frame" 13) so far as regular lessons are concerned; and details of a more specific nature are given in the "Apprentices' Diaries," also a part of this exhibit (see volume of Specimen Diaries).

**DUTIES.** — But there is much irregular and incidental work which cannot be so shown, but which may be inferred from the fact that the student is really an *apprentice*, though serving without pay, whose time and energy are wholly at the disposal of her master, the public school teacher. The arrangement of the work of the apprentice, its character and amount, are made by the regular teacher of the school; and with these the normal school authorities never interfere; but the public teachers are often glad to avail themselves of suggestions made by the supervisors from the normal school. The apprentice is urged to accept cheerfully every burden and responsibility which

her teacher may be disposed to allow her to bear ; and it is a noteworthy fact that this relation has been maintained without friction for more than twenty-five years. The apprentice frequently takes charge of the school for an hour, or even for a whole day, in the absence of the teacher. Often the school is divided into two sections, and the apprentice is made responsible for the instruction of one section, or she is given certain exercises which she conducts with the whole school. During any time when she is not otherwise engaged, she observes the teacher in charge and thus gains much valuable knowledge of teaching and school management. The teacher also gives her apprentice, in friendly criticism, the benefit of her own experience. This delicate office is exercised in many ways. Sometimes it is in exchanging classes with the apprentice that the teacher shows her just how the work should be done ; sometimes it is by help in the preparation of lessons and lesson-plans ; and not infrequently, it is through direct admonition and advice.

**SUPERVISORS FROM THE NORMAL SCHOOL.**—On the part of the normal school, three of the staff, acting as supervisors, spend a considerable portion of their time in visiting apprentices, going from one school to another, and spending a longer or shorter time in each, as circumstances require (see “ wing-frames ” 8, 9, 10 and 12). By observing teaching, examining written work, looking over lesson-plans, and consulting with both apprentice and teacher, a good idea of the needs and progress of the apprentice is obtained, and suggestions and criticism are freely offered. The apprentice keeps a diary (shown in another part of this exhibit — see volume of Specimen Diaries), which is given each week to the supervisor, and on Saturday the “ Platform Exercises,” also described in another part of this exhibit (see “ wing-frame ” 6, and pamphlet D) are given by apprentices, the subjects being taken from their daily experience. Thus the normal school keeps constantly in touch with the apprentice, and its information as to her work is derived from so many different sources as to make it, on the whole, an accurate index of her ability and faithfulness.

ATTENDANCE AT NORMAL SCHOOL. — On Saturday, which is a school day at the normal school, the apprentice class is in attendance and meets there each supervisor, who makes such general criticisms, explanations, and suggestions as may have interest for, and application to, the whole class. The rest of the time on Saturday the apprentice spends in preparing for her work, — consulting books and teachers, gathering material, and, what is considered of great value, comparing notes and exchanging views with her classmates. This intercourse with each other brings the experience of the whole class before every member, and methods, devices, and expedients are passed through a sort of clearing-house where each may select what seems to her of value.

RELATION TO PUBLIC SCHOOL AUTHORITIES. — Although the right to use the public schools for the purpose of practice in this way is formally conceded by the authorities of the city, the acceptance of apprentices on the part of individual teachers is wholly voluntary. The head supervisor consults first with the principal of a school and tells him to what teachers on his staff she would like to send apprentices. If he makes no objection, she then asks the teacher directly if she is willing to take an apprentice, and if a favorable answer is received, the apprentice is notified of her appointment. At the proper time she presents herself to the principal, who introduces her to the teacher, and she is then ready for any work that may be assigned to her. As there are over five hundred teachers in the schools of the city, it is possible for the supervisor to exercise such care and discretion that each apprentice may be assigned to a superior teacher. Moreover, with the needs and defects of the apprentice in mind, she is assigned to teachers who will be most likely to benefit her. This feature of the system, made possible by the large number and superior character of the teachers in the public schools of the city of Worcester, is considered of great importance for the *training* of apprentices; and observation shows that the silent influence of the teacher and the school are far more effective forces than “critiques,” suggestions, or the study of books on methods and management.

ATTITUDE OF PUBLIC SCHOOL TEACHERS. — It should be said, moreover, that the teachers feel keenly both the honor and the responsibility of their position. They make careful plans in advance, and are constantly on the watch for any change which may benefit their apprentices. It has been the almost invariable experience during the twenty-five years and more that this plan has been in operation, that the apprentices have been given every opportunity to perfect themselves in their art, and that the teachers have exercised an unusual amount of care, discretion, patience, and friendliness toward their charges. Without such active and sympathetic co-operation it would be well-nigh impossible to carry on the work.

ADVANCED APPRENTICES. — In addition to the regular apprenticeship outlined above, there is provided for those students who show more than usual ability, faithfulness, and especially power of growth, an additional half-year of practice on the same general plan as the first, but with several important modifications. Instead of six weeks, the "Advanced Apprentice" spends nine or ten weeks in a school, while the number of appointments is correspondingly decreased. Instead of serving in many of the grades, she is placed only in those for which she has shown most aptitude by her previous work. She is encouraged to make special analysis and preparation in the studies of these grades, and to take full responsibility for the conduct of one or more of them. A higher standard of attainment is now required of her in every way; and the effort is made to cultivate in her the highest professional spirit and attitude. It is intended that the advanced apprenticeship shall have the same relation to the regular course that the course for the doctorate bears to that leading to the bachelor's degree.

APPRENTICESHIP IN HIGH SCHOOLS. — For those students who possess the requisite maturity and scholarship, assignments as apprentices in any of the three high schools of the city are made, where they are given such part in the instruction as they are able to undertake, and where they may receive training and practice not afforded by grammar schools. This enables the normal school author-

ities to offer a special course of a year and a half for college graduates, — a year of professional study and a half-year of apprenticeship, — with the entire school system of the city at their disposal.

**SPECIAL SCHOOLS.** — In addition to the facilities for practice already described, the normal school has valuable privileges in two special schools, — at the Washburn Memorial Hospital and at the Worcester County Truant School in Oakdale, a few miles from the city (see “wing-frame” 12).

**WASHBURN MEMORIAL HOSPITAL.** — At the Memorial Hospital there are often children who are detained there during convalescence, or who are undergoing long courses of treatment which would not interfere with their power of doing some kinds of school work if the conditions were properly controlled. To give these children some intellectual occupation and interest is, indeed, sometimes, to assist in their cure. For such the authorities at the hospital have arranged a school-room, and the normal school sends regularly two experienced apprentices, who conduct classes and give individual instruction. Since the children are of all ages and stages of advancement, the school becomes of necessity an ungraded one and from its very nature presents exceptional conditions and children. The apprentice therefore receives training in a direction not permitted by her other work, and resource, adaptability, tact, and teaching skill, are developed in a way that supplements the regular training.

**WORCESTER COUNTY TRUANT SCHOOL.** — At the truant school the apprentice is received on the same terms as in the public schools of the city. She is under the direction of the superintendent and in the immediate charge of the teacher employed there. The difference, as may be inferred, is in having a class of boys to deal with who are exceptional in many ways. The experience of the apprentice in this school gives her good training in the exercise of her art, and special training in the management of a class of exceptional pupils, representatives of which are to be found in nearly every school where, — owing often to lack of skill on the part of the teacher — they give a

disproportionate amount of trouble. They are always a source of anxiety to the inexperienced teacher, but having become familiar with them during her apprenticeship, she no longer fears them, and she has now considerable command of methods for dealing with them. It is unfortunately impossible for all the apprentices to have practice in both these special schools; but a large number do have, and in this, as in other cases, selection is made of those who will be most likely to benefit by the kind of work offered.

**ILLUSTRATIVE MATERIAL.** — In addition to the books in the reference library of the normal school, which are lent to the apprentices on the same terms as to the other pupils (shown in detail in another part of this exhibit — see pamphlet A), there is a large and constantly increasing collection of material which is especially for the use of the apprentices. This comprises, — (*a*) a special line of books useful in teaching, such as books on methods and devices, supplementary readers, collections of fairy tales and fables, historical stories, books on nature and nature-study, and collections of music suitable for teaching rote-songs. (*b*) Several hundred wall charts, illustrating natural history, the natural sciences, arts and manufactures, geography and methods of teaching such subjects as reading, writing and drawing. (*c*) About seven hundred pictures of birds and animals of all countries, mounted on cards and large enough to be seen by a whole class. (*d*) Collections of native animals, birds, insects, plants, woods, minerals, rocks, fossils, and local manufactures. (*e*) Maps, including political, topographical, relief models, outline blackboard stencils, outline maps on blackboard cloth, historical maps to illustrate the periods of discovery and of territorial growth, maps of campaigns and battles, and many others of special nature. (*f*) A collection of pictures of places of historic interest, of portraits of celebrated men and women, of types of fine architecture, painting and sculpture (see “wing-frame” 14). Besides these collections, the school owns three duplicating machines which the pupils are taught to use, and which enables the apprentices to print any

number of copies of maps, drawings or notes on any subject of study, for the use of their pupils. All these things are made available by a card catalogue; the apprentices take them to their schools and keep them as long as they are of use, and the fact that they are used is shown by the number each year condemned as worn out and replaced by new ones. The employment of illustrative material by the apprentices is encouraged in order to enrich their teaching, to enable them to try the various aids to instruction, and to accustom them to variety in their methods of teaching. They become acquainted with the advantages and perils attending the use of such things, and learn what best suits their own methods of teaching. Their apprenticeship affords so much practice that they are able to develop what gives promise of succeeding and to reject that which they have been unable to use to advantage. They thus, in a measure, anticipate a process which consumes much of the time and energy of a young teacher who has had no such training. They are led to use a method of "trial and error" which later may help to prevent their falling into grooves and ruts, and assist in their professional growth.

EXCEPTIONS. — Individual pupils, who find it impossible or impracticable to take the apprenticeship, enjoy all the other advantages of the school with this single exception. It should be said, however, that no person receives the diploma of the school without having given *in the school-room* clear evidence of ability to teach. Unless they have had a considerable experience in teaching before coming to the normal school, students usually take the apprenticeship, and the advanced apprenticeship also, if they are allowed to do so. Not infrequently a student attends the normal school for a year and a half and then obtains a leave of absence for a year to teach. If she succeeds as a teacher she may return to the normal school for a half-year and graduate. But in such a case she is not ranked as having received the training of the apprenticeship.



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GRADUATES' CLASS REUNIONS.

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STATE NORMAL SCHOOL AT WORCESTER, MASS.

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PAMPHLET F.

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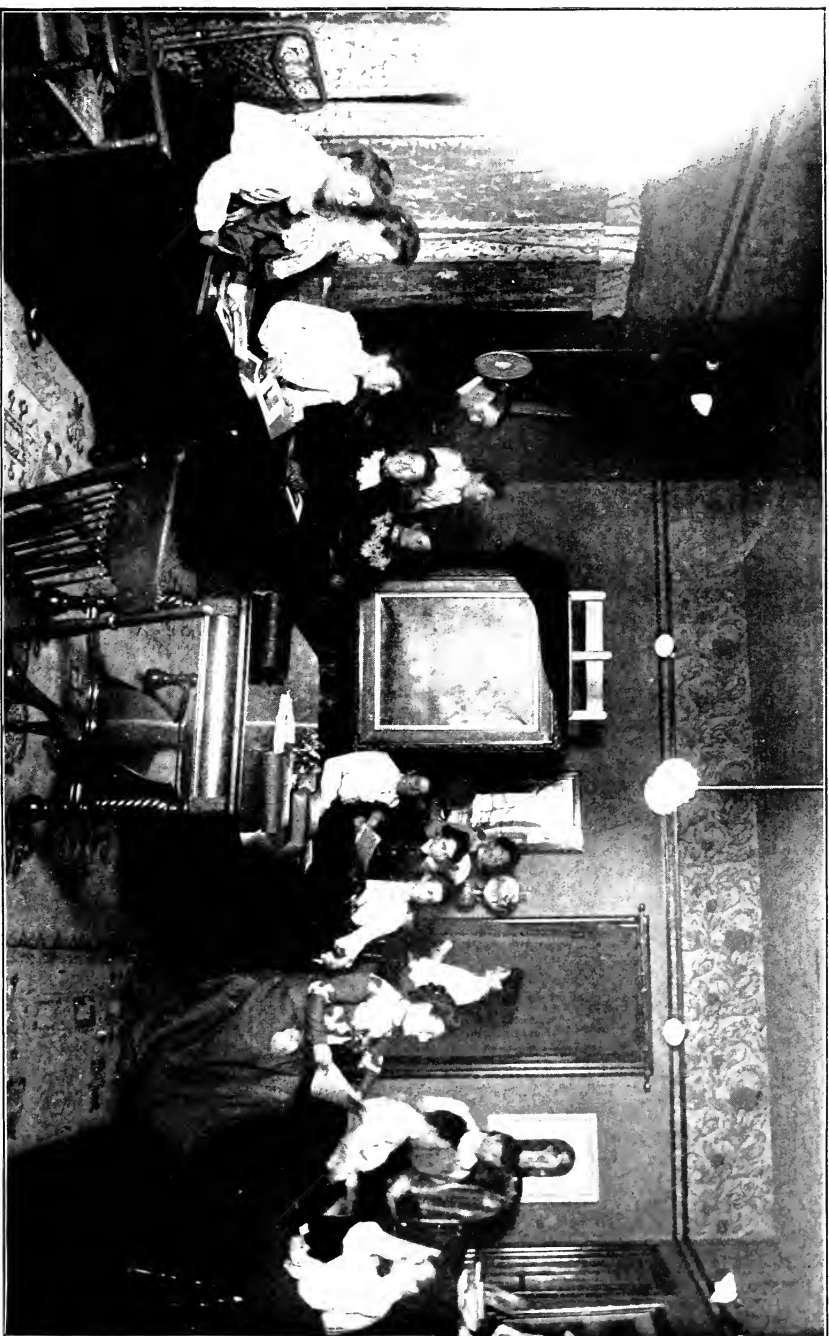
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IN THE RECEPTION ROOM.





"SUPPER IS SERVED."





AT THE SUPPER TABLE.





# STATE NORMAL SCHOOL AT WORCESTER, MASSACHUSETTS.

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## PAMPHLET F.

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### GRADUATES' CLASS REUNIONS.

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A prominent feature of the State Normal School at Worcester is the frequency and regularity of the class gatherings that are held, and the special provision made by the school for their accommodation. The graduates maintain an active Graduates' Association, embracing practically all (now somewhat more than one thousand) who hold the diploma of the school, and their annual meeting in June never fails to bring together large numbers.

But this, though an occasion of great and unflagging interest, does not furnish sufficient opportunity for the social intercourse of classmates, or the expression of class spirit. So it has come about that a series of class-reunions goes on throughout the entire year, making a distinctive feature of graduate life, and at the same time quickening the current of the school.

A suite of rooms in the main school building, consisting of a large reception-room, with dining-room and kitchen adjoining, has been set apart for this purpose, and the graduates have fitted up and furnished them to serve as club rooms for the Association. They are never used except by the graduates, who are urged to feel entirely at home in them. Each class as it comes to the tenth anniversary of its graduation celebrates the occasion by a gift to these rooms, which in this way have been attractively furnished. The latest addition, a piano, was so costly a gift that several classes united in paying for it. Thus each graduate feels a personal and vital

interest in the rooms she has helped to furnish and beautify.

By previous arrangement of dates, every Saturday afternoon throughout the school year sees a gathering of graduates in these rooms, composed sometimes of a single class, more often of two or more classes, the members of which were pupils in the school at the same time. Saturday is a holiday with those who are teaching in the public schools, but is a regular school day with us; so the reunion includes a visit to *alma mater*, with the opportunity to exchange greetings with the Faculty, and to see the school. A constant feature of these occasions, and one which never lacks appreciation, is a supper prepared by a committee from the class appointed for that purpose at the preceding reunion. While this repast or some part of it may be ordered from a caterer, it is often prepared largely in the graduates' kitchen, and is always served in their own dining-room, which has a complete service of china, silverware and napery (see "wing-frame" 15). Then follows an evening of social intercourse, which, in the case of the younger classes, often ends with dancing in the gymnasium. In this pleasant way the graduates keep in touch with the school, which they come to regard as a second home, feeling that a warm welcome always awaits them here; while at the same time their visits furnish the undergraduates with a constant object-lesson in friendly attachment to each other and loyalty to the school.

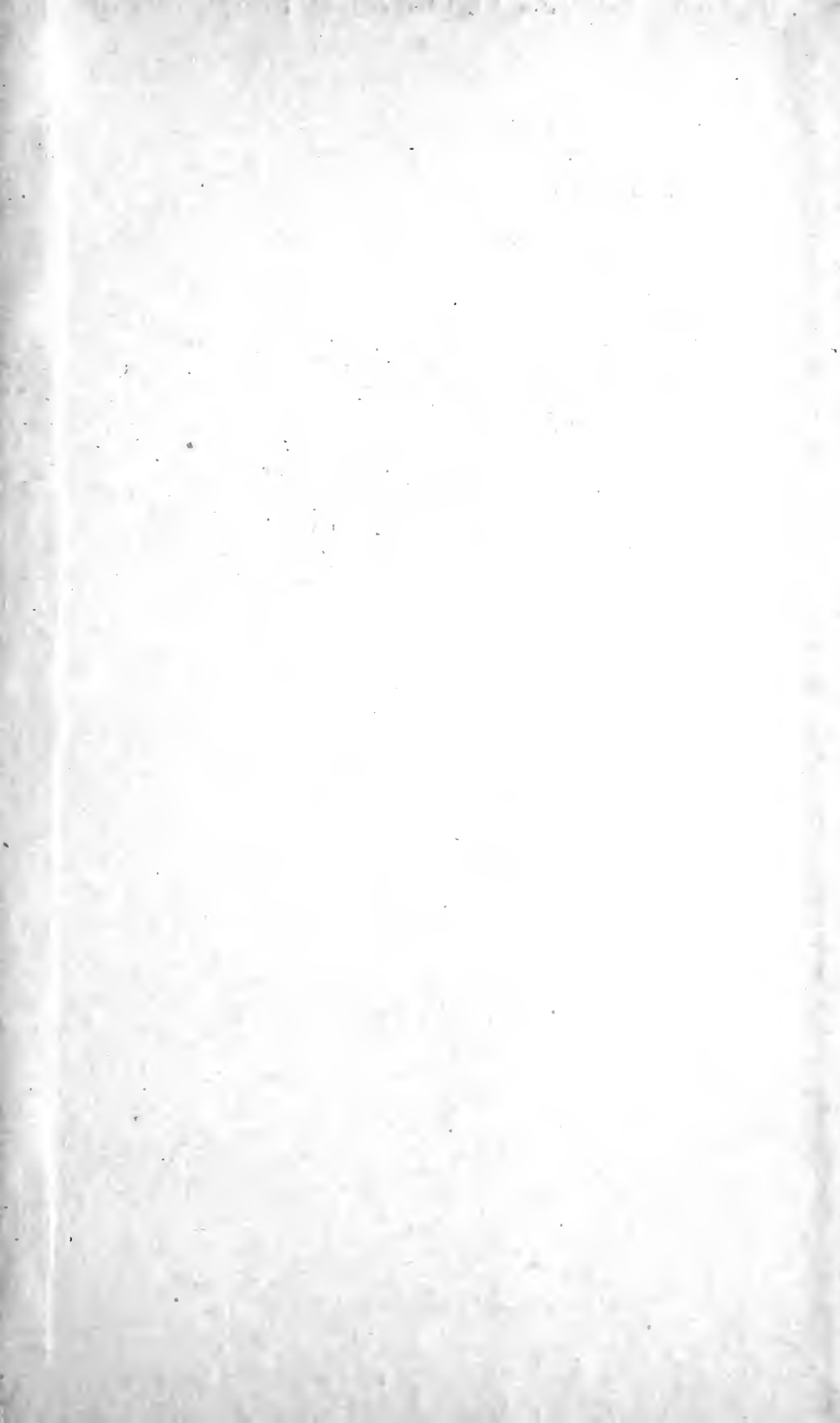
The photographs, which form a part of our exhibit suggest, as well as photographs can, the social character of these gatherings and the attractive surroundings in which they are held. When it is remembered that *every week of the school year* sees such a reunion, the enlivening influence of this feature of the school will be apparent.











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